

Academic Literacies in English

Course code 003	ECTS Units Standard Track: 3.5 Extended Track: 10	Workload (hours) Standard Track: 87.5 Extended Track: 250	Level of course
Year of Studies	Semester 6 th and above	Type	Teaching methods Lectures & Seminars
Hours/ week 3	Hours/semester 39	Prerequisites none	Language of instruction English

Coordinators / Instructors

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Objectives

The course aims to develop students' academic literacies and enhance their ability to participate effectively, critically, and autonomously in university study. Particular emphasis is placed on the development of academic reading and writing, critical engagement with academic sources, evidence-based argumentation, academic conventions, oral communication, presentation skills, and the effective use of academic and digital resources. Students engage with discipline-specific academic texts and genres and develop the skills required to search for, select, evaluate, and integrate appropriate academic sources; summarise, paraphrase, and synthesise information; construct coherent academic arguments; and apply appropriate citation and referencing conventions. Through individual and collaborative learning activities, discussions, and presentations, the course also promotes critical thinking, active participation, self-regulated learning, and increasing confidence and autonomy within the academic community.

For students following the **Extended Erasmus Track (10 ECTS)**, the course additionally aims to transform the international mobility experience into a structured opportunity for experiential, reflective, and intercultural learning. Through guided reflection, intercultural observation, critical-incident analysis, engagement with relevant academic literature, and reflective academic writing, students critically examine their academic, linguistic, social, and intercultural experiences within the host university and the wider sociocultural environment. The Extended Track aims to foster intercultural competence, perspective-taking, critical cultural self-awareness, and awareness of students' own academic and cultural assumptions, while encouraging them to explore how academic practices, communication, language, culture, identity, inclusion, and participation shape their experience as internationally mobile students. Ultimately, students are supported in integrating these experiences into their developing academic identity and in becoming more reflective, autonomous, and interculturally aware learners.

Learning outcomes - Standard Track (3.5 ECTS) and Extended Erasmus Track (10 ECTS)

Upon successful completion of the course, students will be able to:

1. **Produce coherent and appropriately structured academic texts**, including a researched academic essay presenting a clear and evidence-based argument.
2. **Apply appropriate academic and discipline-specific conventions** in written communication, including conventions related to style, structure, citation, referencing, and academic integrity.
3. **Summarise, paraphrase, synthesise, and critically integrate information** from multiple academic sources into their own academic work.
4. **Apply effective and critical academic reading strategies** to identify main ideas, arguments, supporting evidence, and relevant information in discipline-specific texts.
5. **Critically evaluate and engage with different types of academic sources** and make informed decisions regarding their relevance and appropriate use.
6. **Apply effective academic listening and note-taking strategies** in lectures, seminars, presentations, and other academic contexts.
7. **Search for, identify, select, and appropriately use relevant academic information and literature**, including resources available through University of Thessaly databases and other digital academic environments.
8. **Plan, organise, and deliver effective oral academic presentations**, using appropriate language, structure, evidence, and presentation tools.
9. **Participate actively, critically, and constructively in academic discussions and collaborative learning activities**, communicating ideas and responding appropriately to different perspectives.
10. **Develop and appropriately use discipline-specific academic vocabulary** in written and oral communication.
11. **Use relevant digital tools effectively and responsibly** for academic research, writing, communication, collaboration, and presentation.
12. **Reflect critically on their own learning strategies, strengths, and areas for development** and make informed decisions regarding their learning.
13. **Demonstrate increasing autonomy, self-regulation, confidence, and responsibility as university learners.**

Additional Learning Outcomes – Extended Erasmus Track (10 ECTS)

Students completing the Extended Erasmus Track will additionally be able to:

14. **Critically reflect on significant academic, linguistic, social, and intercultural experiences** arising during their international mobility and identify their significance for learning and personal development.
15. **Compare and critically examine academic cultures, learning environments, educational practices, and forms of academic participation** in their home and host institutions, recognising both similarities and differences without relying on simplistic cultural generalisations.
16. **Analyse intercultural experiences and critical incidents from multiple perspectives**, identifying how cultural, linguistic, academic, institutional, situational, and individual factors may influence their interpretation.
17. **Identify and critically examine their own academic and cultural assumptions**, expectations, and frames of reference and consider how these influence learning, communication, interaction, and interpretations of unfamiliar situations.
18. **Connect lived experiences during international mobility with relevant concepts and academic literature** related to academic literacy, learning, communication, identity, inclusion, intercultural competence, and international education.

19. **Demonstrate intercultural awareness, perspective-taking, and openness to alternative interpretations** when communicating and interacting within culturally and linguistically diverse academic and social environments.
20. **Critically evaluate their development over the course of their international mobility**, including changes in their academic identity, learning strategies, autonomy, communication, and intercultural awareness.
21. **Integrate experiential learning, critical reflection, and relevant academic literature into coherent reflective academic writing**, culminating in a structured portfolio that demonstrates and critically evaluates their academic and intercultural development over time.

Content – Standard Track (3.5 ECTS) and Extended Erasmus Track (10 ECTS)

Standard Track (3.5 ECTS)

- **Academic literacies and academic communication:** expectations, practices, conventions, and forms of participation in university study; discipline-specific academic texts and genres relevant to the Humanities, Education, Psychology, and Special Education.
- **Academic reading and critical engagement with sources:** effective and critical reading strategies; identification of arguments, evidence, assumptions, and conclusions; searching for, selecting, and evaluating relevant academic sources.
- **Academic writing and argumentation:** academic vocabulary, register, style, structure, cohesion, and coherence; planning, drafting, revising, editing, and proofreading; development of clear, coherent, and evidence-based arguments.
- **Working with academic sources:** summarising, paraphrasing, synthesising, and critically integrating information from multiple sources; citation, referencing, academic integrity, and responsible use of academic information.
- **Academic listening, discussion, and presentation:** effective listening and note-taking; active and critical participation in seminars and collaborative learning activities; planning and delivering oral academic presentations.
- **Digital, reflective, and self-regulated learning:** effective and responsible use of academic databases, digital resources, E-class, and relevant academic tools; reflection on learning strategies, use of feedback, goal setting, and development of learner autonomy.

Additional Course Content – Extended Erasmus Track (10 ECTS)

- **Experiential and reflective learning:** systematic observation and critical reflection on academic, linguistic, social, and intercultural experiences arising during international mobility; development of reflective academic writing.
- **Academic cultures and academic identity:** critical exploration of similarities and differences between home and host academic environments, educational practices, expectations, participation, and communication, and their contribution to students' developing academic identity.
- **Intercultural competence and critical cultural self-awareness:** perspective-taking, openness to alternative interpretations, recognition and critical examination of personal assumptions, expectations, and cultural frames of reference.

- **Intercultural communication, participation, and inclusion:** reflection on language and communication across cultural contexts and on experiences of interaction, belonging, participation, and inclusion within the host university and wider community.
- **Critical incidents and multiple perspectives:** analysis of significant, unexpected, or challenging experiences through cultural, linguistic, academic, institutional, situational, and individual perspectives.
- **Connecting experience with academic scholarship:** integration of lived experience with relevant academic concepts and literature in order to develop academically informed critical reflection.
- **Development through international mobility:** critical evaluation of changes in academic practices, learner autonomy, communication, perspectives, academic identity, and intercultural awareness.
- **Erasmus Intercultural Reflective Learning Portfolio:** structured reflective entries, critical-incident analyses, engagement with relevant academic literature, and a final integrative reflective essay documenting and critically evaluating students' academic and intercultural development.

Assessment

Assessment combines formative and summative methods and is aligned with the learning outcomes of each track. Students are required to meet the course attendance requirements and achieve an overall grade of at least 50%.

Standard Track – 3.5 ECTS

- **Class participation and engagement:** 10%
- **Researched academic essay:** 60%
- **Oral/PowerPoint presentation based on the researched essay:** 30%

Extended Erasmus Track – 10 ECTS

Common Academic Literacies Component – 50%

- **Class participation and engagement:** 5%
- **Researched academic essay:** 30%
- **Oral/PowerPoint presentation:** 15%

Extended Reflective and Intercultural Learning Component – 50%

- **Erasmus Intercultural Reflective Learning Portfolio:** 30%
- **Final Integrative Reflective Essay:** 20%

The **Erasmus Intercultural Reflective Learning Portfolio** consists of eight structured reflective entries, including two critical-incident reflections. At least four entries integrate relevant academic literature.

The **Final Integrative Reflective Essay** requires students to revisit and synthesise their reflective work, identify patterns and evidence of development over time, and critically examine their academic and intercultural learning through engagement with relevant academic literature.

Reflective work is assessed on the basis of the **depth and critical quality of reflection, critical self-awareness, consideration of multiple perspectives, meaningful integration of experience with relevant academic concepts and literature, evidence of development over time, and clarity and coherence of academic communication.**

Students are not assessed on whether their mobility experiences are positive or negative or on the expression of particular cultural views. Assessment focuses on their ability to critically examine experiences, question assumptions, consider alternative interpretations, integrate relevant academic knowledge, and demonstrate learning and development.

Detailed instructions and guidelines for all assessment tasks, together with relevant templates, submission requirements, and assessment rubrics, are provided to students through the course E-class platform.

https://eclass.uth.gr/courses/SED_U_104/

These materials specify the expected structure, academic requirements, assessment criteria, and grading standards for each assignment and are available to students throughout the course

Recommended bibliography

Academic Literacies, Academic Writing and Study Skills

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Bailey, S. (2025). *Academic writing: A handbook for international students* (6th ed.). Routledge.

Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, 23(2), 157–172. <https://doi.org/10.1080/03075079812331380364>

Wingate, U. (2015). *Academic literacy and student diversity: The case for inclusive practice*. Multilingual Matters.

Reflective, Experiential and Intercultural Learning

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of

internationalization. *Journal of Studies in International Education*, 10(3), 241–266.

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Deardorff, D. K., & Arasaratnam-Smith, L. A. (Eds.). (2017). *Intercultural competence in international higher education: International approaches, assessment and application*. Routledge.

Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. RoutledgeFalmer.

Moon, J. A. (2006). *Learning journals: A handbook for reflective practice and professional development* (2nd ed.). Routledge.

Tarchi, C., Surian, A., & Daiute, C. (2019). Assessing study abroad students' intercultural sensitivity with narratives. *European Journal of Psychology of Education*, 34(4), 873–894. <https://doi.org/10.1007/s10212-019-00417-9>

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Vande Berg, M., Paige, R. M., & Lou, K. H. (Eds.). (2012). *Student learning abroad: What our students are learning, what they're not, and what we can do about it*. Stylus.